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ABSTRACT

This report describes procedures for effective development and implementation of workplace literacy programs based on the experience of a partnership among Alabama Southern Community College (Monroeville, Alabama), Boise Cascade (Jackson, Alabama), and Vanity Fair (Monroeville, Alabama). The introductory summary describes the voluntary, after-hours project to improve the basic skills of 539 workers at the two companies in job-related reading and math. Subsequent sections contain the following information: a summary of future work force needs, definition of workplace literacy, the importance of a linkage to total quality management, partner selection, program structure, program promotion, and external factors. Also included are 15 references, a promotional flier, personal profile form, and an external evaluation report. (NLA)

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ALABAMA SOUTHERN COMMUNITY COLLEGE

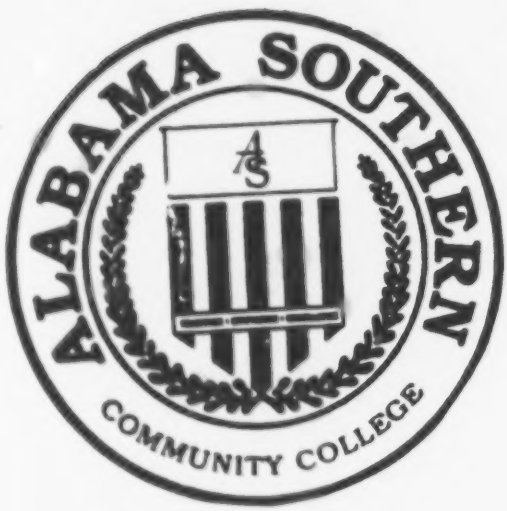
BUSINESS & INDUSTRY SERVICES

ED348550

PROCEDURAL REPORT

WORKPLACE LITERACY

Project SIDE



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REPORT OUTLINE

PURPOSE STATEMENT

CASE SUMMARY

GENERAL INFORMATION

- WORKFORCE 2000
- WORKPLACE LITERACY DEFINITION
- TOTAL QUALITY LINKAGE

IMPLEMENTATION INFORMATION

- PARTNER SELECTION
- PROGRAM STRUCTURE
- PROGRAM PROMOTION
- EXTERNAL FACTORS

CONCLUSION

PURPOSE STATEMENT

The purpose of this report is to provide procedural guidance for the effective development and implementation of a national workplace literacy project. A tremendous quantity of information on this subject is readily available. There are thousands of varied sources which supply those seeking direction with the fundamentals: literacy testing, needs analysis, task analysis and the like. There appears to be a void in the area of recommendations which address effectiveness. This report will, therefore, take a real world approach to the management of a literacy program.

General information will be given regarding the origin of workplace literacy, its definition and its tie-in to total quality. Specific knowledge regarding implementation will also be shared. The areas addressed are partner selection, program structure, program promotion and external factors.

Because of the dynamics involved no two projects are identical in management needs. It is hoped that the reader will gain insight into the often unanticipated barriers which can jeopardize a project's effectiveness.

CASE SUMMARY

The project at hand was a demonstration National Workplace Literacy Project funded for the 1991/92 cycle. It was a partnership among Alabama Southern Community College (formerly Patrick Henry College), Monroeville, Alabama, Boise Cascade, Jackson, Alabama and Vanity Fair, Monroeville, Alabama. The project was the first workplace literacy grant received by the college.

The target participant number was 500. The total number of participants tested and involved in the project was 539. After surveying many users of measurement instruments, the TABE test series was selected. The levels and duration of participation varied greatly from operation to operation and of course, from partner to partner.

A determination was made early into the project that there was a negative stigma attached to the word "literacy." The term workplace "education" was substituted. Even so, perception of the project as a remedial program was hard to overcome.

At Vanity Fair, the project was expanded to include all operations in Monroeville, the dye house, administration, distribution center, cutting and sewing plants. Additionally, the project was geographically expanded to include Vanity Fair sewing plants in Jackson, Alabama and Demopolis, Alabama.

Nc release time was given for job-related skills enhancement at Vanity Fair, so the project was totally voluntary and after hours. After initial meetings with operational personnel managers, then with supervisors and finally with participants

on a one to one basis, shifts of instruction were set up in each operation as participation merited.

Attempts were made to further the familiarization of project personnel with operational vocabulary and develop a company profile. Organizational charts were requested, but denied. This hampered the development of job-related skills training. Some testing and workplace materials were shared. While certain segments of the Vanity Fair operation did well on the TABE, distinct math and reading deficiencies were noted.

Post-testing was difficult. However, on those participants post-tested from the first cycle, a 10% overall gain in skills was measured.

Personal profiles were developed for each participant, as well as an individualized course of instruction. A copy of the profile form is attached as an exhibit to this report.

Retention rates were not high even though the program was confidential and portable in nature. Scattered success stories, such as promotion and GED obtainment could be found through out the Vanity Fair operations.

The majority of instructors employed in the Vanity Fair component of the project were already involved in some adult education activity in the community. They were personable and casual in attire, a request from partner management.

The voluntary component of the Boise Cascade participation evolved through the same series of meetings. A full time instructor with a math emphasis was housed in the training center. An applicant was selected after all finalists toured and

reacted to the mill environment. Additionally, a skills bank was installed so that individualized instruction, both computerized and personal, could occur.

The individuals at Boise, for the most part, scored at the high end of the TABE. There were some exceptions in the area of mathematics.

Job-related advanced math skills were taught to electrician apprentices at Boise. All participants, except one, advanced to the required level of knowledge.

Life skills, or personal development skills, were furnished at no cost to the project to both partners by the state extension service. Examples of topics addressed were stress management, gun safety, financial budgeting and assertiveness. The financial planning was especially helpful at Vanity Fair given the occurrence of garnishments.

Major differences in the partners existed. One insisted on a totally voluntary project and was very decentralized with many layers of management. Because these managers were autonomous establishing a solid niche for the program was difficult with this partner. However, release-time participation, when closely associated with a centralized training program during economic downturns, was also detrimental to the project. This was evident by the reactions experienced at the second partner's operation.

It would be easy to cite the level of company involvement as a critical success factor to this project. However, external factors, which will be discussed later in this report, can make this an untrue correlation.

The real success of this project can be found in the fact that it was implemented and as a result both employer and employee awareness was heightened.

The awareness level moved beyond the two partners and into the business and industry community in the service area as a whole. Both companies are subsequently involved in job-specific release time training.

GENERAL INFORMATION

WORKFORCE 2000

Corporate America was once seen as invincible. "In the first half of this century, rapid expansion, rising productivity, and seemingly unlimited market opportunities were commonplace for American business." (Handshear, 1990) This is no longer so.

Much has been published and said about America's decline in industrial competitiveness. The underlying reasons have been thoroughly examined and debated.

The most alarming and heeded of these publications was a 1987 report entitled "Workforce 2000." The project was jointly undertaken by the Employment and Training Division of the U. S. Department of Labor and the Hudson Institute. Specific issues cited by this report were a slump in workforce growth to 1% per year; an older, more female, and more disadvantaged workforce; an expanded role for family matters and a widening skills gap (Klein, 1990).

This report became the basis for National Workplace Literacy programs. Subsequent figures estimate the annual dollar loss of productivity from a poorly educated citizenry at $240 billion (Kindel, 1988).

The economic base of the United States has changed from an industrial focus to that of service oriented information focus requiring increased skill levels. "Not only are the number of functionally illiterate rising, they are becoming more noticeable, particularly as manufacturing and 'hands-on' jobs give way to an information driven society." (Pilenzo, 1990)

It is widely held that the United States is not appropriately addressing the skills gap. Nothdurft in 1990 stated:

> In short, while the United States continues to worry about the competitiveness of companies, many European nations are investing in the competitiveness of individuals, believing that when individuals are competitive, companies and nations will be competitive as well.

A more recent report, "Workforce 2000; Competing in a Seller's Market: Is Corporate America Prepared?" implies that the much anticipated changes have already arrived. This report was a joint project of the Hudson Institute and the Towers Perrin consulting firm. The report goes one step further in stating that corporate America is unresponsive. "Two demographic trends they [corporate America] don't seem worried about: the aging workforce (companies are still encouraging early retirement); and the job applicant skill levels, even though the 'skills gap' is projected to widen dramatically." (Beilinson, 1990)

The findings of this report were based upon surveys of 645 human resource managers. One of the suggested responses in this report was to "[t]ie basic skill training as closely as possible to concrete work tasks" (Beilinson). This conclusion reiterated a continuing need for workplace literacy.

It is strongly suggested that a copy of each report be obtained and read before the implementation process begins. Insight into the future needs of industry partners can be gained. Doing so also provides a window for future business and industry training opportunities.

WORKPLACE LITERACY DEFINITION

The skills gap exists and it is widening. That is a substantiated fact. What constitutes an acceptable level of literacy in the workplace is not as well defined.

It has been said that workplace literacy projects should not supersede and duplicate existing adult basic education programs. How does one move up to a higher skills level if deficiencies exist in basic skills?

It has been said that workplace literacy projects should not supersede and duplicate existing vocational and equipment simulated training. This is certainly understandable.

Does workplace illiteracy exist only in low level positions? Are there not skill deficiencies relevant to every level in an organization? For example, increasing responsibilities demand increasing levels of communication skills, both oral and written.

Workplace literacy's purpose as cited by Sticht in 1991, is "...to improve the productivity of the workforce through the improvement of literacy skills in the workplace by:

(a) Providing adult literacy and other basic skills services and activities;

(b) Providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent;

(c) Meeting the literacy needs of adults with limited English proficiency;

(d) Upgrading or updating basic skills of adult workers in accordance with changes in workplace requirements, technology, products or processes;

(e) Improving the competency of adult workers in speaking, listening, reasoning, and problem solving; or

> (f) Providing educational counseling, transportation, and child care services for adult workers during nonworking hours while the workers participate in the project (Federal Register, August 18, 1989, vol. 54, no. 159, p.34418)."

Workplace literacy is all of the above and more. It is also the securing of personal development materials, such as those available through the local extension service.

The above skills are often referred to as life skills. A 1990 article regarding literacy training in hospitals sums up the relationship between life and literacy skills as:

> If employees cannot figure out how to budget, pay for child care, balance their checkbook, or sign up for medical insurance, their productivity will be hampered. In response to this reality, some [hospitals] are offering life skills as well as basic literacy training. We need to help people along. This [life skills] has become a necessary part of the workplace. (Hospitals, 1990)

Direct inquiry regarding a hard and fast definition for workplace literacy remained unanswered at the National Directors' meeting. Emphasis was placed again and again on tying all workplace literacy projects into the partner's efforts toward increased productivity.

The connection between total quality, productivity and workplace literacy is clear. The three are an integral and inseparable trio in building a competitive workforce which was the original premise for the funding of workplace literacy as defined in "Workforce 2000."

Workplace literacy training can encompass any skill training, excluding instrumentation, for which the lack of hampers the productivity of the partner organization. These deficiencies exist in every level of an organization.

TOTAL QUALITY LINKAGE

A total quality or continuous improvement management approach can never be completely effective if the literacy or job related skills are not first addressed. "The quality improvement process presupposes that employees have these basic attributes. When they do not, it is necessary to offer them the opportunity to learn." (Roach, 1990)

Frequently, the lack of job related basic skills is only evident when an organization undertakes a quality program. Deficiencies are exposed because of the empowerment and accountability components of these programs.

One of the fourteen principles of Dr. W. Edwards Deming's total quality approach specifically states the need for vigorous training at all levels. To increase productivity, an employee must have all skills necessary to do the job.

A 1992 article cites the ineffectiveness of many quality programs "...when they [organizations] conducted awareness training about quality, but failed to follow up with skills training...employees were frustrated....The improvement effort had lost credibility. It is difficult to reverse such feelings." (Ferketish and Hayden, 1992)

To take the premise of "Workforce 2000" one step further, management is concerned about productivity because of its effect on the organization's bottom line or profit margin. The need for positive financial results is the strong connection between any continuous improvement program and workplace literacy project. Executives are beginning to realize if they do not take the initiative in preparing their workforces for the future, their profits will ultimately suffer. Many executives are

beginning to tailor programs to improve and expand their companies competitive advantage (Greenberger, 1991).

Today's skill enhancement and measurement is not broad in nature. "...[A] lot of our training speaks to the competitive aspect of our industry and no longer involves a general menu of training activities. High on the list are customer relations, efficient management --and perhaps most importantly -- the establishment of a 'team' mentality." (Greenberger)

The trend toward just in time, very specific skills enhancement creates a perfect niche for workplace literacy. If the predictions of "Workforce 2000" and subsequent reports hold true:

> ...--companies will have to invest in remedial education by directly assisting schools and through on-site programs for new hires. They also will have to invest more in job-specific training because of more advanced technology. Career paths at all levels will be very important (Ellig, 1990)

The need for greater profit margins creates the need for increased productivity and higher customer satisfaction which create the need for continuous improvement and total quality. None of these can ever be fully achieved when essential job-related skills are missing. An employee who is lacking in self-esteem and self-confidence due to skill deficiencies is very unlikely to be the one to suggest process improvements.

This relationship is described by Nothdurft. "Product quality enhances competitiveness, workforce education and training enhances product quality. Pay now, reap the benefits later." One cannot exist independent of the others.

IMPLEMENTATION INFORMATION

PARTNER SELECTION

The selection of appropriate partners is critical to the success of a workplace literacy project. The time lag between submission of the proposal and funding notification can create difficulties in maintaining enthusiasm levels.

A partner who has an ongoing training program will be more likely to remain excited about the project. This is important because projects of less than 18 months do not have an appropriate amount of time to establish the needed awareness. More importantly, they do not have time to become institutionalized and accepted. The level of commitment of a partner to training can be critical here.

The preceding paragraph should not steer institutions away from small companies. Although in house training is not as prevalent in small businesses, they can be an excellent partners. In the future, "...[m]ost new jobs will be created by entrepreneurs and small firms...." (Warren, 1990) If the current pattern continues, the majority of new hires will require both remedial and job-related training.

The needs of small businesses for workplace literacy may be greater than their larger counterparts. They will really feel the squeeze of the predictions of "Workforce 2000." Because they cannot compete with the higher salaries offered by big business they will be seriously impacted by shrinking labor pools with lower skill levels (Klein, 1990).

Another interesting factor about small businesses is that they invest in and care about their workers and the communities in which they operate (Jasinowski, 1991). Because of high levels of community involvement the owners of small businesses are more receptive to innovative concepts, such as workplace literacy.

The demographics of an area should be considered when making a partner selection. Rural service areas may lack the critical mass necessary for an ongoing project. If this is the case, then the formation of a training consortium whether of a single industry or not can be effective. This provides an excellent opportunity for information sharing and a chance to make an impact upon the productivity of a region.

Look for a partner who is familiar with the team approach and utilizes it on a daily basis. Ask for an implementation team. Getting the appropriate input and feedback is easier when working with a team. Dealing with only one person at a company or with many fragmented equivalents can be detrimental to the project.

Finally, it goes without saying that an institution needs a partner who is willing to give at least some release time for project participation. Whether it is shared or total release time does not matter. Participants want to see some organizational tie-in. Examples are pay-for-skills and other incentive programs. They want to know management is behind and fully endorsing the project. Release time is the best evidence around.

PROGRAM STRUCTURE

As previously stated, the characteristics of a workplace literacy program can and should vary from operation to operation, as well as from partner to partner. Flexibility is important.

If a program is flexible, customer driven and future oriented, then a total quality or continuous improvement approach to structuring is being utilized. Do not be afraid to ask all levels of employees what types of skills training they need. They are, after all, the project's customers.

A workplace literacy program is best structured when it adheres to total quality principles and in fact, is seen as a component of the partner's total quality program. It will then be perceived as a vehicle for increased productivity, increased bottom-line and increased financial well-being for the employees as well as the partner.

Structure a project so that just in time training can be provided. Make sure that an actual company assignment is tied to a favorable outcome. Even better, make sure that the skills are immediately applicable to the workplace.

The more forms, pamphlets, posters, that can be gathered from a partner, the better. Encourage instructors to make the skills taught as realistic as possible by using examples from the workplace. The instructors should always go through an orientation to the project, as well as a review of the appropriate company profiles. Nothing builds credibility faster than speaking the same language as a participant.

If a project is totally committed to continuous improvement, there will be no hesitation about inquiring as to what is being done wrong, as well as to what is being

done right. Questions of this nature will make it easier to insist upon measurement of instructional effectiveness. A related pretest and posttest assures that a project is adequately meeting the job-related training needs of the partner.

The Society of Human Resource Managers has identified certain characteristics that all successful workplace literacy programs share. Pilenzo lists them as:

> Basic skills training is packaged as part of a broad training agenda which encourages participation.
>
> Top level management, supervisors and workers are all involved in the planning process.
>
> Employees' personal; goals are solicited and included in program planning.
>
> Instructors are aware of the basic skills needed to perform the specific job tasks for which they are providing training.
>
> Program goals and standards for measuring progress are clearly specified; pretests and posttests simulate job situations and tasks.
>
> Learning materials are directly related to the goals.
>
> Feedback is frequent and progress is documented.
>
> Where possible, incentives such as the opportunity to learn new technology are provided to qualify employees for new job openings, or to meet personal goals.
>
> Training is scheduled wholly or partially on company time to encourage attendance.

PROGRAM PROMOTION

The first and foremost rule to remember in the promotion of a workplace literacy project is to never underestimate the power of the supervisors and the company grapevine. Misinformation is extremely damaging to a project's credibility. Steps must be taken in the planning process to assure that all information disseminated is accurate and reflects the true spirit of the project.

Overcoming the "literacy" stigma is difficult at best. In many business environments, employees place deep seeded trust in the opinions of their front line supervisors. Without the buy-in of this group, recruitment is almost impossible. If supervisors regard the project as a dummy, remedial program, so will the individuals who work for them.

Talking about the project is not enough. Visible evidence of commitment must be demonstrated by management. Pilenzo stresses the importance of commitment.

> It is extremely important for the company not only to show commitment to an educational program, but to show respect for the enrolled employee. Very few employees will enroll in a program if they feel management resents the program offered or that their job will be in danger by revealing skill deficiencies.

This fear can be especially sabotaging to the all voluntary after hours project. Provisions must be made to overcome this reluctance.

The most important step in promotional process is to maintain a consistent and believable demeanor. "Forget the fanfare and the banners...[t]o most workers, kickoff speeches and pep rallies don't signal management commitment; they signal a new 'program of the month.'" (Hughes, 1991) A project cannot be all things to all people in the company. It is better to have a committed few who achieve measurable results.

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Never promise a benefit or result that cannot be delivered. If improvements in productivity or positive cost/benefit analysis trackable to the project are achieved, this information should be shared with everyone. Management will always appreciate a cost reduction. In times of economic downturns, workers at all levels will be more focused upon cost reduction.

EXTERNAL FACTORS

Certain barriers to the success of a demonstration project, which is completely voluntary and after work hours, are obvious. Examples of such problems are money, time, child-care and transportation.

External factors which can impair the effectiveness of a project are not always as apparent. These factors are external to the provider of the project services. They may be internal to the recipient.

The effect of a recession upon a workplace literacy project can never be fully or accurately anticipated. There are two schools of thought. With layoffs and rumors of impending shutdowns, training is usually the first function sacrificed. If a workplace literacy program is closely associated with a centralized training department, then the project will suffer the same consequences.

In the case of a voluntary, after hours, project, participation may increase due to the perceived need to be more competitive through higher skill levels. This is probably the single most unpredictable external factor faced.

Industries which are cyclical in nature can present problems for a project. The external factor of extreme levels of overtime can affect participation. The flow of industrial cycles, either with overtime or layoffs, must be incorporated in the planning stages of the project.

When a partner exists within an industry that is highly competitive and subject to rapid demand changes, it may turn from the very thing that could give it comparative advantage --higher skill levels. The tendency is to react to market swings through cost cutting rather than to proact through increased training.

Reorganization of a partner can also affect a project. The trend for flatter organizational structures has necessitated reorganization. As should be anticipated, managers concerned with keeping their positions will not be as committed to the promotion of workplace projects.

It is important to be familiar with the external structure of each partner's industry. By doing so, preparation can be made for any trickle down effects.

CONCLUSION

A workplace literacy program is always most effective when it is embraced as an opportunity rather than confronted as a threat. It is up to the provider to create this relationship.

Evaluation of the program is an ongoing process with little room for expanded egos. The objectives of the project must be realistic and obtainable. Results enhance your credibility with both partners and participants.

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EXHIBITS

WE ARE HERE FOR YOU

PATRICK HENRY COLLEGE

28

PHC

We are here to:

-- Find out what skills you need for your job
-- Find out what skills you need for advancement
-- Share that information with you
-- Find out what your career plans are
-- Assess your current skills
-- Help you develop both personally and professionally

It's **FREE** -- No cost to you

It's **FLEXIBLE** --

Take home assignments
Work at your own pace
Convenient locations

It's **FOR YOU.**

Project **SIDE**

Skills Improvement Developmental Education

TAKE CHARGE OF YOUR FUTURE

To Do So:

Fill out the information below and return the form to your supervisor

LIFE EDUCATION PLAN

Personal Data

Name _____ Social Security Number _____

Address _____

City/State/Zip Code _____ Phone Number: Home _____

Job Title _____

EDUCATION GOALS

Study for and obtain my GED certificate

Improve math skills, raise reading level, improve writing ability

Other: explain _____

EMPLOYMENT GOALS (promotion, advancement, etc.)

Follow up _____ Date _____

COUNSELOR ADVISOR COMMENTS

Confidential

29

PROMOTIONAL FLIER

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PERSONAL INFORMATION

1. My name is _____

2. I am a _____(male/female)

3. I am _____years old and I live with my _____(father, mother, husband or wife, family, alone)

4. My favorite day of the week is _____

5. The TV program I like the most is _____

_____

6. My favorite course in school is/was _____

_____

7. I like (ed) it because _____

_____

_____

8. The course in school I dislike/disliked most is/was

_____

9. I dislike(ed) it because _____

_____

_____

10. In my free time I really enjoy _____

_____

11. My job now is _____

_____

PERSONAL PROFILE FORM

NOTE: The above form was not generated by the Business and Industry Division of Alabama Southern. It was given to the department in a package of other suggested forms. Its developer is unknown.

12. Write 3 or more sentences about yourself.

Spend 5 minutes

13. If you would like to, please write a few sentences about the person you would most like to meet and why you would like to meet him or her.

14. What are your personal goals for the future?

EXTERNAL EVALUATION REPORT

BY

DR. BOBBY DEES

FOR

ALABAMA SOUTHERN COMMUNITY COLLEGE

WORKPLACE EDUCATION PROGRAM

AUGUST 24, 1992

NATIONAL WORKPLACE LITERACY EVALUATION
EXTERNAL EVALUATOR
BOBBY DEES

1. **Did this program demonstrate a strong relationship between skills and the literacy requirements of actual jobs or increased skill requirements of the changing workplace?** Yes!

Prior to instruction an audit was conducted and based on a comprehensive assessment an instructional program was put into place utilizing a curriculum geared to each specific job task. The project called for services to a target group of 600 employees and as of today over 600 have/are being served.

2. **Did instruction take place in a readily accessible environment conducive to adult learning?** Yes!

Instruction was provided adjacent to where the employee's work, in the same building that was extremely conducive for learning and all accessible to persons with physical disabilities. The room also provided for privacy in cases, where one-on-one instruction was needed.

3. **Did curriculum materials used reflect the needs of the workplace?**

Yes!

This has been a strong component of the Grant's effectiveness that the curriculum was geared to each individual's specific need enhanced their interest in learning. Results tremendous once!

4. **Were instructors qualified to provide literacy services to working adults?**

Yes!

All instructors have the academic credentials (degrees) in education and equally important they have experience in working with adults who never completed high school.

5. **Was training provided within the framework of the project?**

Yes!

Training was provided prior to classes/instruction beginning and continuously during the project year.

6. **Were support services provided such as educational counseling?** Yes!

Local community support services were provided in many areas, including educational counseling on site and outside of the plant where the need justified.

7. **Were benefits of the Project defined to adult workers and their industries?** Yes!

Each individual employee was counseled and explained how they would benefit from participating in the project as well as the benefits their families would also share in. The instructor and participating employee have evidence not only educational/academic gains, but increased self confidence and positive attitude about learning.

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8. **Were individualized educational plans developed jointly by instructors and adult learners?** Yes

After assessment the instructors sat down with each employee and together planned their IEP, including personal goals some employee's wanted as part of their total ~~training~~ ~~goals~~ educational plan.

9. **Were effective measures available for participants to gauge whether personal goals could be obtained such as career advancement; continued employment; or increased productivity?** Yes!

The Industry management shared with instructors the various requirements that each career advancement. ~~Also~~ Then the instructor would are necessary to build these requirements as part of instructional plan.

10. **Were participants selected without regard to race, color, national origin, gender, age, or handicapping condition?** Yes!

This was a voluntary project and anyone who had a need, whether educational, personal, etc., then they were encouraged to participate. No discriminatory practices were in place.

11. **Were the performance levels of the participants measured?** Yes!

The performance levels of each participant was ~~done~~ conducted on a continuous basis and on respect in some ~~instances~~. Cases whereby the job or person dictated otherwise.

12. **Did partners actively commit to accomplishing project goals?** Yes!

The partner's were extremely commited to accomplishing project goals, ~~and~~ they evidenced the support by periodically visiting the classes and making their facilities and staff available for assistance to the project.

13. **Were respective roles of each partnership clearly defined?** Yes!

Each partnership role was clearly defined initially and continuously throughout the project.

14. **Was data periodically measured and used by the project for program improvement?** Yes

Formal and informal feedback from project participants and management was interwoven into all aspects of the total project.

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